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# California English Language Development Test (CELDT)

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## Assistance Packet for School Districts/Schools

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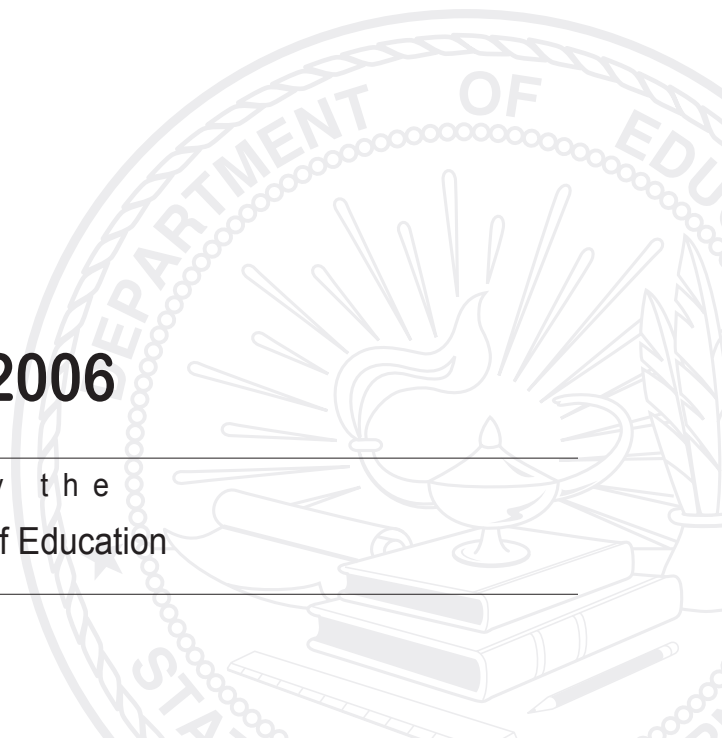
- Planning
- Communicating
- Using Results

**February 2006**

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Prepared by the  
California Department of Education

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# Section I

## Introduction

Purpose and Design

**February 2006**

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## Purpose and Design

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The primary purpose of the *California English Language Development Test (CELDT): Assistance Packet for School Districts/Schools* is to provide school districts and schools with the information they need to: (1) report annual 2005–06 school, school district, and county CELDT results; (2) prepare teachers for reporting and using the results; (3) communicate with parents and guardians about their students' CELDT results and involve them in the reclassification process; and (4) ensure that English learners with disabilities have test variations, accommodations, modifications, or alternate assessments to demonstrate their progress toward English language proficiency. This packet is divided into six sections:

- “Introduction”
- “CELDT Overview”
- “Test Variations, Accommodations, Modifications, and Alternate Assessments”
- “Reclassification of English Learners to Fluent English Proficient”
- “Communicating Results with Parents/Guardians”
- “Appendix”

Each section is designed to provide several types of information materials in suggested formats to assist school district and school leaders responsible for communicating with staff, parents and guardians, boards of education, and community members. These assistance materials include a brief fact sheet about the CELDT; reporting/public release dates; sample brochures for parents and guardians; sample letters for principals; guidelines for planning test variations, accommodations, modifications, and/or alternative assessment(s) for students with disabilities; and state-approved reclassification guidelines. All information in this packet is prepared in English as black and white masters for reproduction.

## **Section II**

### **CELDT Overview**

Facts about the CELDT  
for 2005–06

Reporting/Public Release  
Dates for 2005–06 CELDT  
Results

Reporting and Using  
CELDT Results

Decision Guide for Initial  
Identification of English  
Learners

**February 2006**

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# Facts about the CELDT for 2005–06

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## Legal Requirements and Purpose

- Federal guidelines for the No Child Left Behind (NCLB) Act of 2001, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual measurable achievement objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency. The CELDT meets these accountability provisions.
- The CELDT, instituted by Assembly Bill 748 (Escutia, Chapter 636/1997), must be administered to all students whose primary language is not English. Senate Bill 638 (Alpert, Chapter 678/1999) expanded and refined accountability provisions. Requirements are specified in *Education Code* sections 313, 60810, and 60812.
- The CELDT has three purposes: (1) to identify new students who are English learners in kindergarten through grade twelve; (2) to determine their level of English language proficiency; and (3) to annually assess their progress in acquiring listening, speaking, reading, and writing skills in English.

## CELDT Administration

- School districts must administer the CELDT for initial identification to all enrolling students who have a primary language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school. The initial CELDT is administered throughout the year as new students are enrolled.
- School districts also are required to administer the CELDT annually to identified English learners until they are reclassified as fluent English proficient (RFEP). The testing window for the administration of the annual CELDT is July 1 through October 31. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade placement.

- The CELDT assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas.
- State law (*Education Code* Section 60810) requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with the state *English Language Development Standards for California Public Schools* adopted by the State Board of Education (SBE) in July 1999.

## Scoring and Reporting

- In May 2001, the SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results show the proficiency level students achieved in each skill area and the overall English language proficiency level.
- School districts must inform parents and guardians of their students' CELDT results within 30 calendar days of receiving this information from the test contractor.
- The Internet posting of the annual CELDT results includes three types of reports (annual assessments, initial identification assessments, and combined assessments) at four levels (state, county, school district, and school). The data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less.

### **More Information about the CELDT**

For additional information about the CELDT, visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el> or contact the CELDT office in the Standards and Assessment Division of the CDE at (916) 445-8420 (phone), (916) 319-0968 (fax), or [CELDT@cde.ca.gov](mailto:CELDT@cde.ca.gov) (e-mail)



# Reporting/Public Release Dates for 2005–06 CELDT Results\*

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**July 1, 2005**

2005–06 CELDT testing window for initial identification and the testing window for the fifth annual assessment of the CELDT administration began.

**October 31, 2005**

Testing window for the fifth annual assessment of the CELDT administration ended.

**Within 30 calendar days after receipt by school districts**

Individual CELDT test results (initial and annual) reported to parents and guardians.

**February 2006**

*Reporting 2005–06 Summary Results: Information Guide for County Offices of Education, School Districts, and Schools* distributed via e-mail to school districts and county offices of education and posted on the CDE Web site at <http://celdt.cde.ca.gov>.

*Reporting 2005–06 CELDT Results: Media Briefing* posted on the CDE Web site at <http://celdt.cde.ca.gov> for media use.

2005–06 annual CELDT assessment results posted for schools, school districts, counties, and the state on the CDE Web site at <http://celdt.cde.ca.gov> for public release (February 15, 2006).

State media release of annual 2005–06 CELDT results distributed to media, school districts, county offices of education, and posted on the CDE Web site at <http://www.celdt.cde.ca.gov> (February 15, 2006).

Data Review Module correction of test results for tests administered July 1,–October 31, 2005, provided January 30–March 3, 2006.

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\* This timeline only includes reporting and public release dates for results of the administration of CELDT Form E.

**May 2006**

Corrected annual CELDT assessment results posted for schools, school districts, and the state on the CDE Web site at <http://celdt.cde.ca.gov>.

**November 2006**

2005–06 initial identification CELDT assessment results for schools, school districts, counties, and the state posted on the CDE Web site at <http://www.celdt.cde.ca.gov> for public release.

## Reporting and Using CELDT Results

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CELDT results for individual students show the level of English language proficiency a student has attained, not academic performance. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. Each CELDT report provides a scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing) and the student's overall English language proficiency level.

### Determining Proficiency Levels for Skill Areas

Students earn a raw score for each skill assessed. The raw scores are converted to scale scores. In 2001, the State Board of Education (SBE) established cut points for the scale scores that identify the proficiency level attained.

**Note:** A scale score converts a raw score (number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another.

### Determining Overall Proficiency

Students are assigned a proficiency level for each skill area tested. The overall scale score is calculated by weighting the skill area scale scores as follows: 50 percent listening and speaking, 25 percent reading, and 25 percent writing. Since students in kindergarten and grade one are assessed only in listening and speaking, no weighting is necessary. The charts on page II-6 shows the scale score range for identifying a student's proficiency level for skill area tested and overall English language proficiency level.

# Initial/Annual Scale Score Cut Points

## CELDT Listening and Speaking Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	220 – 453	454 – 494	495 – 535	536 – 576	577 – 710
Grades Three–Five	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Six–Eight	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Nine–Twelve	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710

## CELDT Reading Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	340 – 437	438 – 474	475 – 510	511 – 547	548 – 630
Grades Three–Five	340 – 465	466 – 498	499 – 532	533 – 565	566 – 640
Grades Six–Eight	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650
Grades Nine–Twelve	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650

## CELDT Writing Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	280 – 423	424 – 468	469 – 513	514 – 558	559 – 640
Grades Three–Five	280 – 444	445 – 487	488 – 529	530 – 572	573 – 690
Grades Six–Eight	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700
Grades Nine–Twelve	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700

## CELDT Overall English Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	265 – 442	443 – 482	483 – 523	524 – 564	565 – 673
Grades Three–Five	265 – 446	447 – 487	488 – 528	529 – 568	569 – 688
Grades Six–Eight	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693
Grades Nine–Twelve	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693

## Proficiency Level Descriptions:

**Advanced** — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

**Early Advanced** — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

**Intermediate** — Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

**Early Intermediate** — Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

**Beginning** — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

## Using CELDT Results for Initial Identification and Reclassification

Education Code Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners.

School districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education, are provided in Section IV.

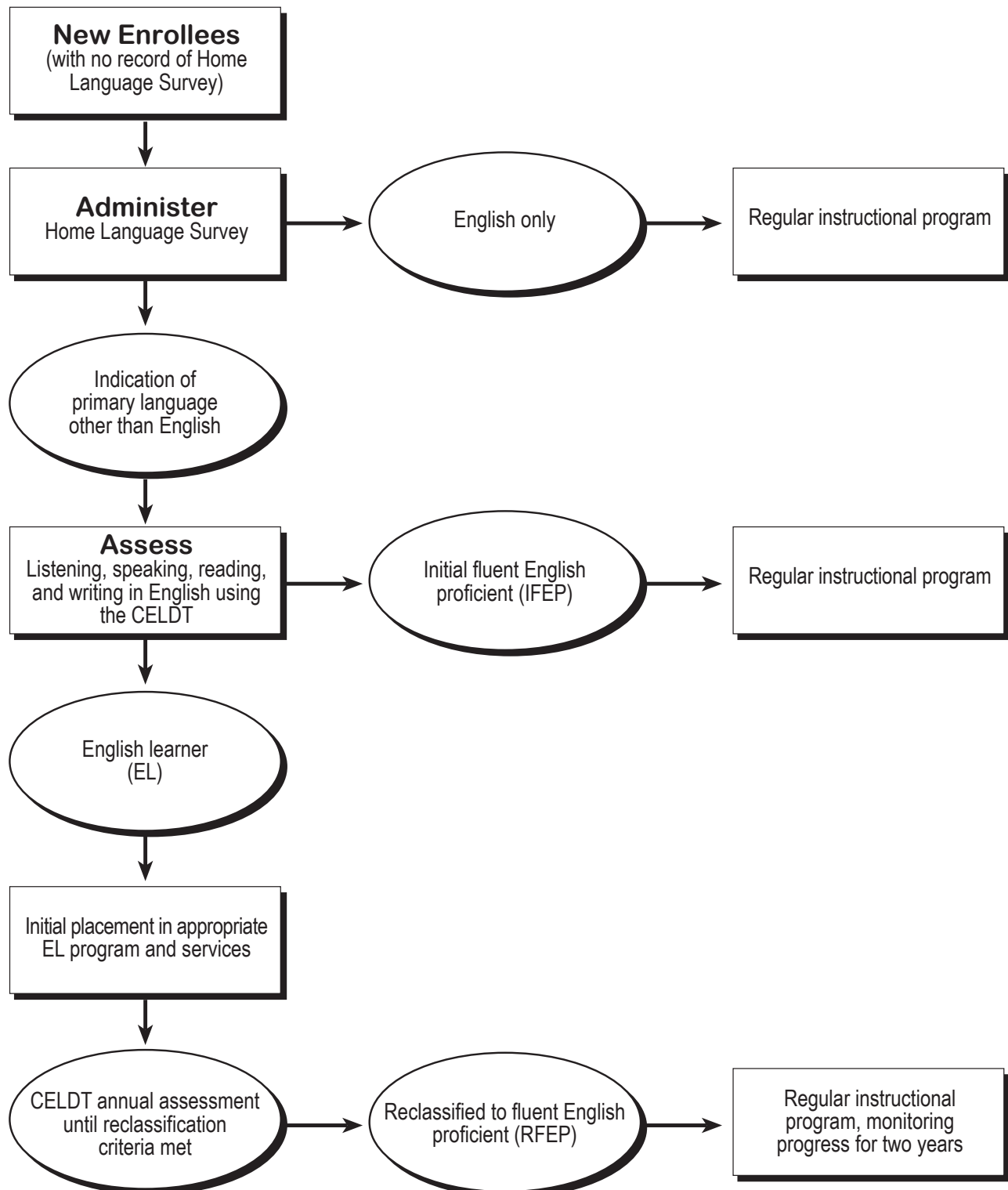
### Criteria for Determining English Proficiency\*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher <b>and</b> each skill area score</p> <ul style="list-style-type: none"> <li>• Listening and speaking (kindergarten through grade twelve)</li> <li>• Reading (grades two through twelve only)</li> <li>• Writing (grades two through twelve only)</li> </ul> <p>is intermediate or higher.</p> <p><b>Additionally, a student <u>may</u> be FEP if:</b></p> <p>Student's overall score is in the upper end of intermediate <b>and</b></p> <ul style="list-style-type: none"> <li>• Other test scores</li> <li>• Report card grades</li> <li>• Input from parents/teachers</li> </ul> <p>are taken into consideration</p>
English Learner (EL)	<p>Student's overall score is below early advanced <b>or</b> Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

\* The criteria for determining English proficiency were approved by the State Board of Education in May 2001.

# Decision Guide for Initial Identification of English Learners

(complete within 30 calendar days of enrollment)



# **Section III**

## **Test Variations, Accommodations, Modifications, and Alternate Assessments**

**February 2006**

**Prepared by the  
California Department of Education**

**Suggested Considerations  
for Review of Individualized  
Education Programs (IEPs)/  
Section 504 Plans**

**Understanding CELDT  
Administration with  
Accommodations,  
Modifications, and/or  
Alternate Assessments**

**CELDT Participation  
Criteria**

**Alternate Assessment  
Instruments**

**Sample School Summary  
Planning Chart for  
Test Variations,  
Accommodations, and  
Modifications**

**Sample District Action  
Plan Worksheet for  
CELDT: Test Variations/  
Accommodations/  
Modifications**

**Sample Site Action  
Plan Worksheet for  
CELDT: Test Variations/  
Accommodations/  
Modifications**



# Suggested Considerations for Review of Individualized Education Programs (IEPs)/Section 504 Plans

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For some students with special needs, a test variation may be necessary. A variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. This may include accommodations and/or modifications. Test variations enable students to participate in assessments in a way that allows abilities rather than disabilities to be assessed. They help level the playing field so that the assessment can more accurately measure students' knowledge and skills. With variations, the question becomes not whether students will participate in assessments but how they will participate. Before any test variation is used, the following activities should be considered by the IEP team:

1. **Review state and federal regulations.** (i.e., Title 5 California Code of Regulations, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEIA]; and the No Child Left Behind [NCLB] Act of 2001)
2. **Review “Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments.”** (This matrix is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.)
  - Note that (1) accommodations produce valid results because they do not alter the test construct and (2) modifications do alter the test construct and results are considered invalid.
  - Discuss the impact of certain accommodations/modifications on the CELDT results and the reported results.
3. **Review Individualized Education Programs (IEPs) and Section 504 Plans.**
  - Note if the CELDT is specifically addressed.
  - Determine if the student information is current.
4. **Determine as an IEP team how the student will participate in the CELDT.**
  - Determine if the student will take the CELDT with or without test variations. This could include accommodations or modifications.
  - Determine the alternate assessment(s) a student needs for any section of the CELDT and how the handicapping condition precludes the student from taking all or a section of the CELDT.

- Specify in the IEP or Section 504 Plan exactly how the test variations, accommodations, and/or modifications are to be implemented and for which section(s) of the CELDT, relative to the handicapping condition.
- Document assessment procedures in the student's IEP or Section 504 Plan.
- Review closely each section of the CELDT a student has taken with modification(s). If one or more sections of the CELDT have been taken with modifications, the overall score may not reflect that student's actual proficiency level in English.

# Understanding CELDT Administration with Accommodations, Modifications, and/or Alternate Assessments

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In California, students with disabilities who participate in state assessments are permitted to use accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The following describes the impact on a student's CELDT results when accommodations, modifications, and/or alternate assessments are used:

## Accommodations

An accommodation means any change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP team determines whether accommodations are appropriate for an individual student.

Accommodations do not alter the test construct and, therefore, do not affect the calculation or interpretation of the CELDT scale scores.

## Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Proficiency Level Report will indicate that the student received the beginning score in each skill area for which modifications were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. Scale scores assigned to skill areas administered with modifications along with the overall scale score are considered invalid. The student's individual item responses along with his/her raw scores will be provided in the electronic data file. The raw scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

## Alternate Assessments

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in the CELDT even with variations, accommodations, or modifications.

## More Information

For further information on interpreting tests administered with accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>. Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available at <http://www.cde.ca.gov>.

# CELDT Participation Criteria

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessment, the following may be considered:

## Circle “Agree” or “Disagree” for each item:

<b>Agree</b>	<b>Disagree</b>	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
<b>Agree</b>	<b>Disagree</b>	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
<b>Agree</b>	<b>Disagree</b>	The student cannot address the performance level assessed in the CELDT even with accommodations or modifications.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on the amount of time the student is receiving special education services.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on excessive or extended absences.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on deafness/blindness or on visual, auditory, and/or motor disabilities.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based primarily on a specific categorical label.
<b>Agree</b>	<b>Disagree</b>	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

If the answer to one or more of the statements is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.

*Revised 1/30/04 by the California Department of Education*

# Alternate Assessment Instruments

The English language proficiency assessment instruments below can be used to assess English proficiency of students with severe disabilities who cannot take the CELDT and receive a valid score even with test variations, accommodations, or modifications. The IEP teams determine which students need alternate assessments and how they should be assessed.

One purpose of the CELDT is to measure the English language proficiency of students to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains—i.e., listening, speaking, reading and writing. More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. School districts may select an alternate assessment instrument not on this list. This list is not exhaustive nor does it constitute an endorsement by the CDE.

If a student has not taken the entire CELDT, the student report will indicate a beginning proficiency level for any section that was not administered. It is the responsibility of the IEP team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English language proficiency. Results of alternate assessments are not submitted to the CDE.

Test Name	Purpose	Contact Organization	Phone Number
Alternative Language Proficiency Instrument (ALPI)	Measures receptive and expressive language; grades K–12	Orange County Department of Education	714-966-4120
Basic Inventory of Natural Language (BINL)	Measures of oral language proficiency; grades K–12	CHECpoint System, Inc.	800-635-1235
Student Oral Language Observation Matrix (SOLOM)	Unstandardized, teacher-rated oral language proficiency; grades K–12	CDE, Standards and Assessment	916-445-8420
Student Oral Proficiency Rating	Measures of oral language ability; grades K–6	Development Associates (Annette Zehler)	703-276-0677

Site CELDT Coordinator

Testing Date

[illegible]

\* See *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa>.

\*\*\*Test variations may be provided to all students. Note: This includes students with individualized education programs (IEPs) or Section 504 Plans. See manual for test variations, accommodations, and recommendations for termination of Confidentiality/Noncompliance located on the GLE Home page.



# District

## Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<b>District CELDT Coordinator</b> <ul style="list-style-type: none"> <li>Review ordering specifications/timeline/process from testing contractor.</li> <li>Identify process for contacting testing contractor to respond to site questions/problems as they occur.</li> <li>Schedule initial planning meeting with district special education/Section 504 lead(s): <ul style="list-style-type: none"> <li>Review CELDT requirements (who is to be tested, what can be used for variations, accommodations, modifications, and alternate assessments, etc.).</li> <li>Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff.</li> <li>Develop meeting schedule to maintain ongoing communication.</li> </ul> </li> <li>Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses: <ul style="list-style-type: none"> <li>Site employees (certificated and noncertificated).</li> <li>District management team (principals, directors, assistant superintendents, public information officer, superintendent).</li> <li>School board members.</li> <li>Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments.</li> </ul> </li> </ul>				

# District

## Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> <li>Work with special education/Section 504 lead(s) to prepare school and district information/training packet(s) for:               <ul style="list-style-type: none"> <li>IEP/Section 504 plan reviews.</li> <li>Ordering process.</li> <li>Preparing and providing for accommodations, modifications, and/or alternate assessments during testing.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Include procedures and materials for assisting students with accommodations, modifications, and/or alternate assessments in training sessions for CELDT testing administrators.</li> </ul>				
<ul style="list-style-type: none"> <li>Develop district process to receive and respond to site requests for variations, accommodations, modifications, and/or alternate assessments.</li> </ul>				
<ul style="list-style-type: none"> <li>Provide training for site personnel:               <ul style="list-style-type: none"> <li>Procedures for administering the CELDT.</li> <li>Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Identify specific needs for providing requested variations, accommodations, modifications, and/or alternate assessments with:               <ul style="list-style-type: none"> <li>Facilities manager(s).</li> <li>Site CELDT coordinator(s).</li> <li>Other district leadership.</li> </ul> </li> </ul>				

# District

## Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> <li>Work with district special education/Section 504 lead(s) to ensure test variation/accommodation/modification materials remain secure.</li> </ul>				
<ul style="list-style-type: none"> <li>Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings.</li> </ul>				
<ul style="list-style-type: none"> <li>Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT administrators.</li> </ul>				

# District

## Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<b>Special Education/Section 504 Leads</b> <ul style="list-style-type: none"> <li>Develop process/timeline for reviewing current IEPs/Section 504 Plans for accommodations and/or modifications and send them to sites for updating (see CELDT administrative regulations on accommodations).</li> <li>Provide information/training session with site CELDT coordinator.</li> <li>Receive from site special education leads complete list of students with accommodation needs reflected by current IEP.</li> <li>Meet with district CELDT testing coordinator to outline plan for ensuring all students with testing accommodations specified in their IEPs/Section 504 Plans have them for the CELDT. Identify facilities, equipment, and materials needed.</li> <li>Prepare and schedule training for site CELDT testing and special education coordinators: <ul style="list-style-type: none"> <li>IEP process.</li> <li>Test variations, accommodations, and modifications identification.</li> <li>Test administration.</li> <li>Monitoring procedure during testing.</li> <li>Maintaining test security.</li> </ul> </li> <li>Meet as scheduled with district CELDT testing coordinator to maintain communications and meet key deadlines.</li> </ul>				

# Site

## Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
<b>Site CELDT Coordinator</b> <ul style="list-style-type: none"> <li>Participate in training session, provided by district CELDT coordinator. <ul style="list-style-type: none"> <li>Review CELDT specifications and ordering process, timeline, and forms.</li> <li>Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Prepare school summary of IEP/Section 504 test variations, accommodations, modifications, and/or alternate assessments. <ul style="list-style-type: none"> <li>Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans.</li> <li>Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments.</li> <li>Return completed summary to district CELDT coordinator.</li> </ul> </li> </ul>				

# Site

## Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> <li>Complete test variation, accommodation, and modification arrangements for CELDT testing.                             <ul style="list-style-type: none"> <li>Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed.</li> <li>Provide training for CELDT test administrators.</li> <li>Coordinate site accommodations setup activities.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Coordinate test administration activities before, during, and after the site test dates.                             <ul style="list-style-type: none"> <li>Provide direction/assistance to test administrators.</li> <li>Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to district CELDT coordinators.</li> <li>Follow identified process for administering and scoring alternate assessments.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Participate in test administration debriefing with district CELDT coordinator.                             <ul style="list-style-type: none"> <li>Summarize strengths in the planning and implementation process and areas that need improvement.</li> <li>Attend debriefing sessions with district CELDT coordinator.</li> </ul> </li> </ul>				

# Site

## Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<b>Special Education/504 Leads</b> <ul style="list-style-type: none"> <li>Participate in training session provided by district CELDT coordinator. <ul style="list-style-type: none"> <li>Discuss site process for reviewing and updating IEPs/Section 504 Plans.</li> <li>Outline plan for identifying test variation, accommodation, and/or modification needs and working with site CELDT coordinator to complete School Summary Planning Chart.</li> </ul> </li> <li>Schedule and complete IEP/Section 504 team meetings. <ul style="list-style-type: none"> <li>Identify and invite IEP/Section 504 team participants.</li> <li>Conduct IEP/Section 504 team meetings as scheduled.</li> </ul> </li> <li>Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs/Section 504 Plans. <ul style="list-style-type: none"> <li>Prepare school summary information for district CELDT coordinator.</li> </ul> </li> <li>Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments. <ul style="list-style-type: none"> <li>Work with CELDT coordinator to: <ul style="list-style-type: none"> <li>Identify test variation, accommodation, and/or modification issues related to testing logistics.</li> <li>Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul> </li> </ul>				

# Site

## Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> <li>Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction. <ul style="list-style-type: none"> <li>Make classroom visits to ensure accommodations/modifications or alternate assessments identified by the IEPs/Section 504 Plans are part of the classroom instruction.</li> <li>Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT testing administrators.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments. <ul style="list-style-type: none"> <li>Participate in training for CELDT testing administrators.</li> <li>Work with site CELDT coordinator to prepare any special setup needed.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>Complete documentation of accommodations/modifications for CELDT or alternate assessments used. <ul style="list-style-type: none"> <li>Post use of testing accommodations/modifications for CELDT or alternate assessments with date on IEPs/Section 504 Plans.</li> <li>Summarize strategies and areas that need improvement in planning/implementation process for future test administrations.</li> <li>Attend briefing with District Special Education lead.</li> </ul> </li> </ul>				



# **Section IV**

## **Reclassification of English Learners to Fluent English Proficient**

Understanding  
Reclassification of  
English Learners to Fluent  
English Proficient

Decision Guide:  
Reclassifying a Student  
from English Learner to  
Fluent English Proficient

Guidelines for  
Reclassification of  
English Learners

**February 2006**

**Prepared by the  
California Department of Education**

# Understanding Reclassification of English Learners To Fluent English Proficient

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*Education Code* Section 306 defines “English learner” as “a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English...” Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

This section contains two documents that illustrate the reclassification process:

- The *Guidelines for Reclassification of English Learners*, which gives detailed information about each of the reclassification criteria
- *A Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient*, which is a flowchart schematic of the reclassification process that is based on the order in which data are received by school districts.

## Reclassification Guidelines

The State Board of Education (SBE) has established four reclassification criteria, based on *Education Code* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The *Guidelines for Reclassification of English Learners* describes these four reclassification criteria. The first criterion is an assessment of English language proficiency, which in California is the CELDT. The next criterion is teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average (GPA), or other measure that school districts use to determine students’ academic performance. The third criterion is parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student’s English language proficiency and meeting the guidelines for reclassification. The fourth and final criterion is a comparison of performance in basic skills, which the SBE has indicated should be based on results of the student’s latest California English-Language Arts Standards Test, or CST in English-Language Arts.

## Suggested Steps for Reclassification

The second document in this section is the *Reclassification Decision Guide*, a flowchart that walks through each step of the reclassification process. At each step, two bullets are listed that tell school staffs (1) where to look for the data to see if the student meets this criterion and (2) what standard the student must achieve to meet this criterion (and whether the school district can set its own policy).

The first step in the reclassification process is to review the comparison of performance in basic skills.\* This review focuses on the latest CST in English-Language Arts results for the student. The student must meet a cut point established by the school district's governing board. The SBE has set a guideline for this cut point at somewhere between basic and midpoint of basic, but it is up to each school district to set an exact cut point. If the student meets this criterion, move on to the next step in the decision chart. If this criterion is not met, the student should remain an English learner.

The second step in the process is to review an assessment of English language proficiency, which in California is the CELDT. This is a review of the student's CELDT annual assessment results. For this criterion, the student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, move on to the next step in the chart. If not, the student should remain an English learner.

The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school district. Academic indicators could include the student's grades or whatever criteria the school district has established as its policy for evaluating academic performance. If the student meets the academic performance indicators established by the school district, move on to the next step in the flowchart. If not, the student should remain an English learner.

The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then notice should be provided to parents and

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**\* The review of CST in English-Language Arts results is the first step because these results are received by school districts first in the school year, prior to the release of annual CELDT results.**

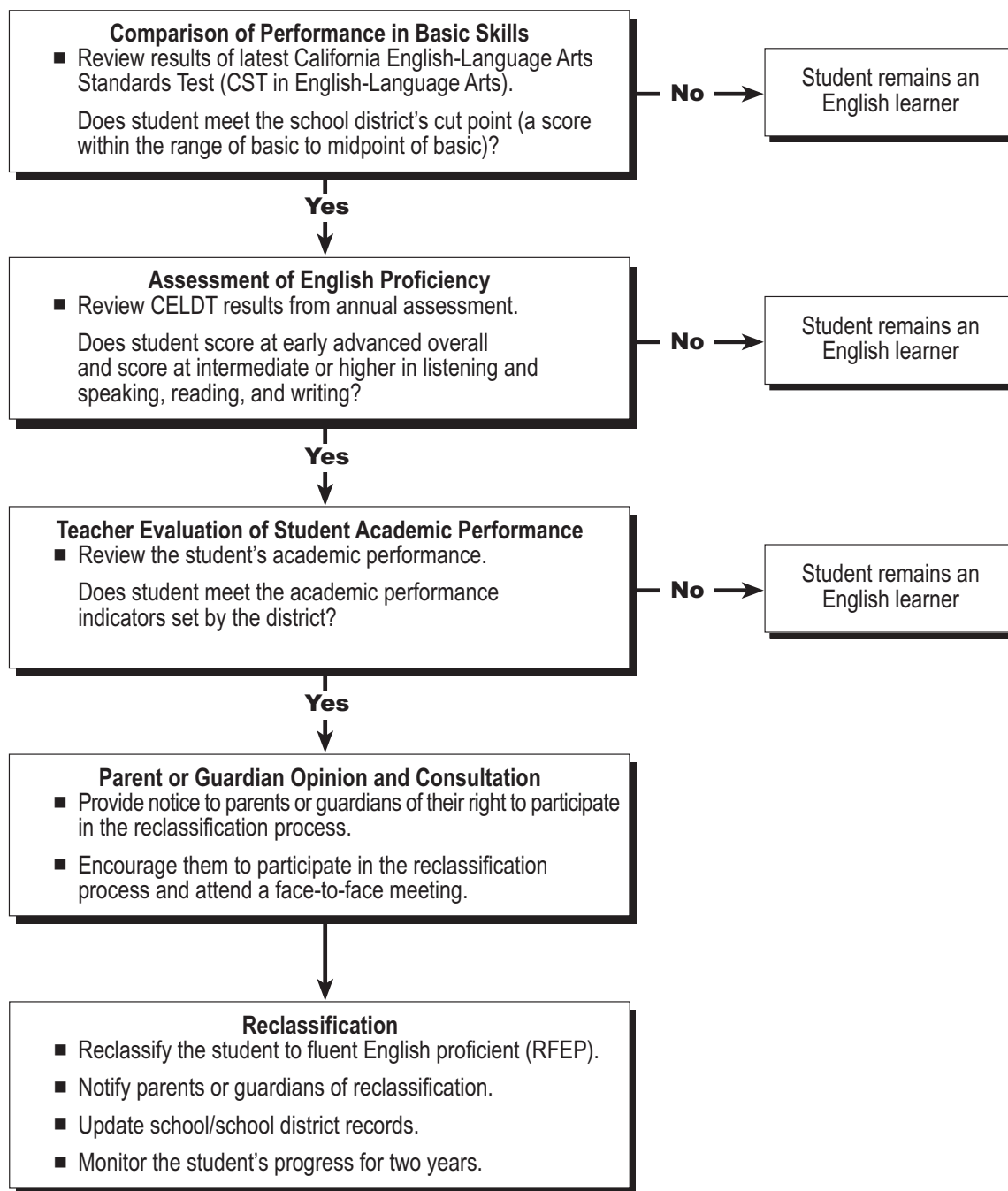
guardians of their right to participate in the reclassification process. The notice also should encourage them to participate.

Finally, the student should be reclassified to fluent English language proficient, or RFEP. As part of this process, parents or guardians should be notified, school records should be updated, and the student's progress should be monitored for two years. Monitoring does not mean that the CELDT should be administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, it is necessary to intervene and not allow him or her to fall behind.

**Note:** The *Guidelines for Reclassification of English Learners* document is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el>.

## Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient\*

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (*Education Code* Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



\* The review of CST in English-Language Arts results is the first step because these results are received by school districts first in the school year, before the release of annual CELDT results.

# Guidelines for Reclassification of English Learners\*

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## Assessment of English Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening and speaking is intermediate or higher
- Reading is intermediate or higher
- Writing is intermediate or higher

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

## Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

## Parent Opinion and Consultation

- Provide notice to parents or guardians of their right and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

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\* Approved by the State Board of Education (September 2002)

## Comparison of Performance in Basic Skills

### ■ Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the California English-Language Arts Standards Test (CST in English-Language Arts).
2. **“Range of performance in basic skills”** means a range of scores on the CST in English-Language Arts corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

### ■ Basic skills criteria:

1. A pupil’s score on the CST in English-Language Arts in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.
2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST in English-Language Arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST in English-Language Arts results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation.

# **Section V**

## **Communicating Results with Parents and Guardians**

**Suggested Activities  
for Communicating with  
Parents and Guardians  
about the CELDT**

**Sample Parent Brochure**

**Guide for Parents and  
Guardians of Children  
with Disabilities**

**Sample Letters for  
Principals to Send with  
Student Reports to  
Parents**

**February 2006**

**Prepared by the  
California Department of Education**



# Suggested Activities for Communicating with Parents and Guardians about the CELDT

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This section is designed to assist schools and school districts in their efforts to respond to the questions and concerns of parents and guardians of students who took the CELDT in the 2005–06 school year. One question of parents and guardians often relates to the opportunity to opt out of the CELDT administration. State and federal laws require that all students whose primary language is other than English should be assessed for English language proficiency, and parents and guardians cannot remove (opt out) their children from this requirement. The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

Assistance materials include a sample brochure for parents and guardians, sample letters to principals, a sample CELDT Student Proficiency Level Report, and a brief explanation about the report.

The *Test Results Interpretation Guide*, designed to provide general information to parents/guardians about the CELDT, is available in English and ten other languages on the CTB McGraw-Hill Web site. The CDE Web site provides a link to this site. The guide includes:

- A description of the test format.
- An explanation of the test scores and how the results are reported.
- An explanation of what the results mean.
- Definitions of the English language proficiency levels.

The information provided in this section should be shared with school district and school representatives, advisory committees, and support groups who work with parents/guardians, students, and community leaders.

## Communicating With Parents and Guardians

Schools and/or school districts need to provide a variety of opportunities for sharing information with parents and guardians. Some suggested activities include:

- Schedule presentations about the CELDT results and the school's instructional program at planned information sessions for the parents and guardians of students who took the test (i.e., Parent Teacher Association [PTA], school site councils [SSC], and school district and school English learner advisory committees [DELAC, ELAC]).
- Prepare a brief article about the CELDT for school/home newsletters.
- Work with parent leaders to offer neighborhood coffees to provide information and answer questions and concerns of parents and guardians.
- Have teachers, coordinators, and/or other designated staff provide information about the CELDT in their information materials and at meetings and presentations.
- Work with other agencies that assist families, whose primary language is other than English, to provide information about the CELDT, its purpose, and use of the results.

## **Immediate Assistance for Parents and Guardians**

The process for reporting individual student results calls for the need to provide parents and guardians with immediate assistance, including:

- Have designated school district/school staff members and/or parent leaders on hand at school sites or appropriate locations for two to three days after student proficiency level reports from the annual CELDT administration are distributed to answer questions and concerns of parents and guardians. Notify parents and guardians of the time and location for this assistance in the cover letter that goes with the report.
- Set up a CELDT information hotline that parents or guardians can call to ask questions about their students' initial or annual results. Advertise the hotline in newspapers of all major languages and through other available media.

- Provide translations of student results and other CELDT information in the primary languages of parents and guardians when possible (e.g., the Interpretation Guide). When translations are not possible, notify parents and guardians when, where, and how language assistance is available.

## Student Communication

An important purpose of the CELDT is to provide information to parents and guardians about their students' level of English language proficiency. Students also need timely feedback about their results. Often, parents and guardians will ask students to help explain their results and how the results will be used. Suggested activities may include:

- Encourage parents and guardians to discuss the CELDT results with their students.
- Provide opportunities at school for students who took the CELDT to ask questions about their CELDT results and the instructional program(s) to which they are assigned.
- Make sure student leaders are informed about how and when CELDT results are to be reported to students and the public, what the results mean, and how they are to be used.
- Prepare a brief article about the CELDT for student newspapers.

## Employee Information about the CELDT

School district and school employees are key to the success of any communications effort. Parents and guardians and community members turn to school employees for answers to their questions or concerns about education. Suggested activities to prepare employees for their role as key communicators may include:

- Provide information about the *CELDT* in staff meetings to prepare employees (classified and certificated) to answer general questions about the exam and to explain when, where, and how parents and guardians can receive information and assistance.

- Give employees the written information that parents and guardians receive (e.g., fact sheet, sample student proficiency level report, and explanation sheet about the results).
- Tell employees when and what CELDT results will be placed on the Internet to prepare them for questions they may receive from parents and guardians and other community members.

### ***How are the CELDT results reported for individual students?***

There are five levels of English proficiency a student can achieve. They are beginning, early intermediate, intermediate, early advanced, and advanced.

The report for each student provides:

- ▶ A proficiency level for each part of the test with student scores
- ▶ The student's overall English proficiency level for all parts of the test combined and an overall student score

### ***How are results of the CELDT used?***

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT, which is given annually, are used to see how well students are learning English. Annual results also are used to help decide when students are fluent English proficient (FEP).

### ***How can parents and guardians find out more about the CELDT or their students' results?***

If parents and guardians wish information about the CELDT or their student's results on the CELDT, they should contact their student's teacher and/or school office. Parents and guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

### ***For more information...***

Information about the CELDT is on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/el>.

# **CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST**

## **Information for Parents and Guardians**

**Prepared by  
California Department of Education**

**February 2006**

### ***What is the California English Language Development Test?***

Federal and state laws require a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development test (CELDT).

### ***What is the purpose of the CELDT?***

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To determine their level of English proficiency.
- ▶ To monitor their progress in learning English.

### ***Who is an English learner?***

An English learner is a student, with a home language other than English, who is not yet proficient in English.

### ***Who must take the CELDT?***

All students whose primary language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English.

### ***What does the CELDT cover?***

The CELDT covers listening and speaking skills for students in kindergarten and grade one. The test for students in grades two through twelve covers listening, speaking, reading, and writing skills. The CELDT at all grade levels is based on English language development standards, adopted by the State Board of Education.

### ***Who gives the CELDT?***

Only trained examiners give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

### ***How long does it take for students to complete the CELDT?***

The speaking part of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing parts take about 2 hours to complete.

### ***How and when do parents and guardians get their Students' test results?***

As soon as the tests are scored by the testing contractor, the results are returned to the school district. The school district prepares a report of the results for each student and sends it to the parents or guardians.

***Are all accommodations or modifications that are used during instruction allowed for testing?***

Accommodations or modifications used in testing should not give students with disabilities an unfair advantage. For example, it may not be appropriate to read a reading test or to have a scribe write the writing test for a student.

***Who decides whether accommodations/modifications are used, and if so, which ones?***

The individualized education program (IEP) team, made up of parents and guardians, the classroom teacher, the program or school administrator, and specialists, decides whether a student should use accommodations, modifications, and/or alternate assessments. That decision is to be based on the student's needs.

***For more information about test accommodations/modifications...***

For more information, contact your student's teacher, counselor, or principal. California's guidelines for accommodations are on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf>.

# CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

## Guide for Parents and Guardians of Students with Disabilities

Prepared by  
California Department of Education

February 2006



### ***What is the California English Language Development Test?***

Federal and state laws require the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

### ***Why is the CELDT given?***

The state requires CELDT testing in public schools throughout California. The CELDT program requires that all new students with a primary language other than English and all English learners take the CELDT. This test has several uses:

- ▶ To identify students who are English learners.
- ▶ To determine the level of English language proficiency of English learners.
- ▶ To assess the progress of English learners in acquiring the skills of listening, speaking, reading, and writing in English.

### ***Hasn't my student been tested enough already?***

Some testing is done to see whether your student requires special instructions. Ongoing testing is used to ensure that your student's educational needs are being met.

### ***How can more testing help my student?***

Teachers use tests to plan instruction for your student. Without test results, teachers have less information to help make decisions.

### ***Doesn't testing take time away from instruction?***

The time used for testing can result in better teaching. Test results help teachers decide whether students are learning what they need to succeed. With test results, teachers can provide instruction that addresses identified needs.

### ***Why should my student take part in the test?***

If your student does not take the test, teachers will not receive scores for your student. Without test results, teachers are less able to make good decisions about the instruction that your student needs.

### ***My student has a disability. Won't my student be at a disadvantage?***

Students with disabilities should be included in CELDT testing. Many students with disabilities can take tests under the same conditions as their classmates who are not disabled.

Some students with disabilities should take tests with accommodations or modifications. The purpose of accommodations or modifications is to help students with disabilities show what they know and can do.

A small number of students with severe disabilities will not be able to take the CELDT, even with accommodations or modifications. Alternate testing is needed to include these students in the program.



# Sample Parent/Guardian Notification Form for Initial Identification of English Learners (for students identified as English Learners)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose primary language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as an English learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to help students like your student develop proficiency in English and succeed in the school's academic curriculum.

**[The school district may want to add a sentence to describe the instructional program to which the student will be assigned.]**

You are invited to request a conference at school where your student's program will be explained. To schedule your student conference, call \_\_\_\_\_.

You are welcome to observe in the classroom and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement, please contact the school office.

Sincerely,

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Superintendent/Principal

---

Date

# Sample Parent/Guardian Notification Form for Initial Identification of English Learners (for students identified as fluent English proficient)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose primary language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/ her as fluent English proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe how the school will monitor the student's academic progress for the next two years.]**

You are encouraged to become involved in your student's education. If you have any questions regarding your student's instructional placement, please contact the school office.

Sincerely,

---

Superintendent/Principal

---

Date

# Sample Parent/Guardian Notification Letter for Annual Assessment Results

(for English learners who have not yet reached proficiency in English)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student whose primary language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the *CELDT*, and the results are attached. Based on the proficiency level your student achieved on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district may want to add a sentence to describe the instructional program to which the student is or will be assigned.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call \_\_\_\_\_.

You are welcome to observe in the classroom and also to participate in the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement, please contact the school office.  
Sincerely,

---

Superintendent/Principal

---

Date

# Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners being considered for reclassification)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on the proficiency level your student achieved on this test, he/she may be reclassified to fluent English proficient. In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on the California English-Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

You are invited to attend a special meeting at school to discuss the reclassification process and the recommended program for your student on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_. Please contact the school office at \_\_\_\_\_ to tell us whether or not you are able to attend.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Section VI

## Appendix

Sample Student  
Proficiency Level Report  
(Front and Back)

The Student Proficiency  
Level Report

Frequently Used  
Acronyms Related to  
English Learners

**February 2006**

Prepared by the  
**California Department of Education**

# Sample Student Proficiency Level Report—Front



## Student Proficiency Level Report

LARRY PEEBLES

Grade: 2

### ANNUAL ASSESSMENT

#### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97

Special Codes:

ABCDEFGHIJKLMNPQRST  
9000017384.....

Test Date: 09/14/2005

2005-06 Administration

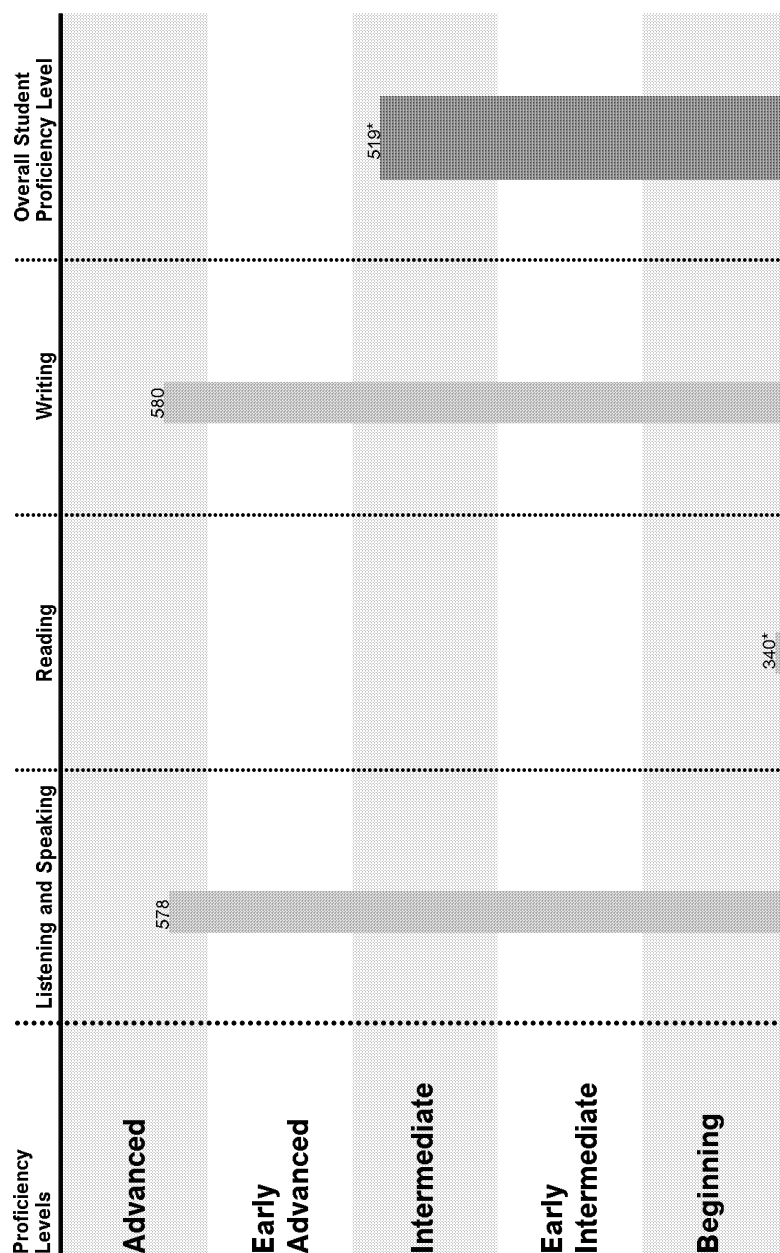
CDS#: 12-12345-1234567

School: MCKINLEY

District: WESTMINSTER

County: LOS ANGELES CO

State: CALIFORNIA



\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

#### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

4/25/05

# Sample Student Proficiency Level Report—Back

## California English Language Development Test Proficiency Standards

Grades K-1  
Proficiency  
Levels

	Listening and Speaking Standards	
<b>Advanced</b> Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point using complete sentences, without errors that significantly hinder communication, though perhaps without giving much elaboration.	
<b>Early Advanced</b> Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use a somewhat more extensive vocabulary and simple syntax, with occasional problems in comprehension or communication; understand and follow many simple oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.	
<b>Intermediate</b> Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with significant gaps in comprehension and frequent errors in communication; understand and follow a few simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences with scant vocabulary and numerous errors that hinder communication.	
<b>Early Intermediate</b> Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use very basic vocabulary, but make frequent errors, with severely limited comprehension and communication; understand and attempt to follow a few simple oral directions; tell part of a story, using simple words and phrases.	
<b>Beginning</b> Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand or attempt to use a few basic words, with severely limited comprehension and communication; attempt to follow simple oral directions, with severely limited success.	

Test Date: 2005-06 Administration

6/24/05

# The Student Proficiency Level Report

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The Student Proficiency Level Report provides results of the CELDT for individual students. Information on the report includes the following:

## Student Information

At the time the test was taken, general information about the student is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

## Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows a language other than English. The initial test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are learning English. The annual test results are used to help monitor each student's progress and to help determine if he or she become fluent in English.

## Proficiency Levels

In 2001, the State Board of Education established five levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced.

## Skills Areas

The CELDT reports three skill areas: listening, speaking, reading, and writing. The bar graphs with the student's scores on the report show which proficiency level the student has achieved in each skill area tested.



## Overall Student Proficiency Level

The bar graph and student score in this area of the report indicates the student's overall English proficiency level based on how well the student performed in each skill area.

## For More Information...

Parents and guardians are encouraged to talk to their students' teachers about these test results and what is being done at school to help him or her become fully proficient in English.

## Frequently Used Acronyms Related to English Learners

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<b>AMAO</b>	Annual Measurable Achievement Objectives
<b>API</b>	Academic Performance Index
<b>AYP</b>	Adequate Yearly Progress
<b>BCLAD</b>	Bilingual Cross-cultural Language and Academic Development Certification
<b>CDE</b>	California Department of Education
<b>CELDT</b>	California English Language Development Test
<b>CLAD</b>	Cross-cultural Language and Academic Development Certification
<b>CPM</b>	Categorical Program Monitoring
<b>DIS</b>	Designated Instruction and Services
<b>DELAC</b>	District English Learner Advisory Committee
<b>EIA – LEP</b>	Economic Impact Aid – LEP Supplemental Funding
<b>ELAC</b>	English Learner Advisory Committee, school level (formerly BAC)
<b>EL</b>	English learner (also known as LEP)
<b>CST in English language arts</b>	California English-Language Arts Standards Test
<b>ELD</b>	English Language Development
<b>EO</b>	English Only
<b>ESL</b>	English as a Second Language
<b>FAPE</b>	Free and Appropriate Public Education
<b>FEP</b>	Fluent English Proficient (Reclassified-RFEP or Initial-IFEP)
<b>HLS</b>	Home Language Survey
<b>IDEIA</b>	Individuals with Disabilities Education Improvement Act
<b>IFEP</b>	Initial Fluent English Proficient
<b>L<sub>1</sub></b>	Primary Language
<b>LDS</b>	Language Development Specialist

<b>LEA</b>	Local Educational Agency
<b>LEP</b>	Limited English Proficient (also known as English learner)
<b>NCLB</b>	No Child Left Behind Act of 2001
<b>OCR</b>	Office for Civil Rights (U.S. Dept. of Education)
<b>RFEP</b>	Reclassified Fluent English Proficient
<b>R30-LC</b>	Annual Language Census Report (form R30-LC)
<b>SBE</b>	State Board of Education
<b>SDAIE</b>	Specially Designed Academic Instruction in English
<b>SPEDLEP</b>	English learner or LEP student in Special Education
<b>SST or CST</b>	Student Study Team or Child Study Team